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ABSTRACT

The role of English in Yugoslavia is discussed, with attention directed to (1) education within the education system, (2) English teachers, (3) inservice teacher training, (4) teaching materials, (5) adult education institutes, and (6) British and American support for the teaching of English. Although English is not used as a medium of instruction or of social communication in Yugoslavia, it is important to international communication, politics, trade, technology, and other areas. English language programs at the secondary school level emphasize student-centered learning and communicative competence. Croatia is ahead of all other Yugoslavian republics in its interest in such approaches as multimedia instruction and individualization. Nine universities have English departments which are largely traditional. The main emphasis of short inservice courses is on the methodology of teaching English, communicative competence, and group work, as well as language practice and improvement. University English departments generally use books published in Britain, while Yugoslav materials are used in the schools, although teachers are allowed to use British and American books as supplementary materials. Enrollments for English classes at adult education institutes are often as high as several thousands in a single establishment. Data are included on primary and secondary school enrollments by republic in the four main languages: Russian, English, French, and German. Appended materials include lists of Englih language textbooks used in Yugoslavia, foreign language institutes, university English departments, and foreign language advisers. (SW)

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ENGLISH LANGUAGE TEACHING PROFILE

Country: YUGOSLAVIA

May 1990

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ENGLISH LANGUAGE TEACHING PROFILE

Country: YUGOSLAVIA May 1980

Note:

Yugoslavia is a federation consisting of six republics: SR Serbia, SR Croatia, SR Slovenia, SR Macedonia, SR Bosnia-Herzegovina, SR Montenegro; and two autonomous provinces: AP Vojvodina and AP Kosovo.

1. Role of English

English is not used as a medium of instruction or of communication within the country. It is considered an important language of international communication for politics and trade, technology and the sciences, the humanities and tourism and in these areas it is becoming increasingly regarded as the most important.

2. Education within the School System

Education is fully decentralised. The foundations of the education system are laid down in the republics and provinces and coordinated at federal level, elaborated on self-management principles at local level and in the schools themselves, which are independent, self-managing bodies. The schools council is the basic self-management body on which pupils or students are also represented.

Each republic and province independently establishes policy, passes laws on education and its financing and adopts curricula and programmes. Self-managing 'communities of interest' play an important role. Schools and other educational institutions enjoy a high degree of autonomy. All schools and educational institutions are public and the whole system of education and training is a component part of the socialist self-management system.

Only matters of general policy are dictated from the centre by the Federal Authorities, each republic and province then implementing this policy in its own way and at its own pace.

2.1 Primary schools (7 -15)

Elementary education is compulsory for children between the ages of 7 and 15 and is provided in a single type of eight-year primary school for general education.

Foreign languages in general are begun in the fifth year. In theory, pupils can choose among the four languages, English, Russian, German and French, but few, if any, schools can offer the whole range of foreign languages. At present, two or in some republics three periods per week of 45 minutes each are devoted to the foreign language.

In Belgrade, from the beginning of the school year 1978/79, a foreign language has become compulsory from the second grade (ie at the age of eight) with a second foreign language being introduced from the fifth grade (ie at the age of eleven, the year in which in other primary schools the first foreign language is begun).

In Belgrade, too, and elsewhere in the country, a few experimental schools have introduced foreign languages into the primary school curriculum from the first year with six 45-minute periods per week. Parents are very much in favour of this and competition to enrol is such

schools is very keen. Extra classes are also offered by the independently-run Foreign Language Institutes for young children and these, too, are well attended, particularly the English classes.

Constant efforts have been made by the educational authorities over the years to establish and maintain parity in the learning of foreign languages between the four main languages: English, Russian, French and German, but with little success. For, although Russian still leads over all, English is constantly gaining ground and parents and students are well aware that, to put it at its lowest evaluation, English is the language of the greatest use to them.

This imbalance was particularly noticeable in Croatia. In late 1978 the following figures were given for the elementary schools of Zagreb and indeed were probably applicable also to other places in Croatia:

English	62.5% of pupils
German	32.5% "
French	2.5% "
Russian	2.5% "

In November 1978, therefore, an arrangement was made in law, laying down a definite percentage for each language - not less than 15% and not more than 40%. This was supported by a declaration that this proportion may not, in any circumstances, ever be exceeded, regardless of the wishes of or pressure from parents and students.

This applies, of course, only to the first foreign language and, as yet, no declaration has been made about choice of a second. All evidence points to a majority of students choosing English and the net result from the point of view of ELT will be that, unless they enrol privately for English tuition in the Foreign Language Institutes, some pupils will begin English several years later than they would have done given a free choice.

2.2 Secondary schools (15-19)

Since the last ELT profile was produced in 1975, a major reform of secondary and tertiary education has taken place, although the primary stage has been largely unaffected, only a few more elective subjects being added to the curriculum.

Prior to the reform, students could continue their education in either the traditional gimnazija or in a variety of special schools of roughly equivalent status, ie technical schools, trade training schools, etc.

Figures given officially in 1975 stated that 91% of pupils in the country as a whole went on from elementary to secondary school and of these, 63% went on to university.

The reform of secondary and tertiary education first begun in 1978, is now well under way, although various republics, Croatia and the autonomous province of the Vojvodina being well ahead of the rest of the country.

Students in the first two years of the secondary stage will follow a "common core" syllabus, thus, in effect, continuing the basic cycle. All students will be required to take 'technical subjects' such as

carpentry, etc and various general and polytechnical subjects have been incorporated into the syllabus to counter some of the objections to the syllabus prior to the reform. This was held to be socially divisive, producing an elite and failing to develop a creative attitude to work or to train pupils for self-management, as well as neglecting a Marxist ideological orientation in education. All this has made necessary a reallocation of time and it is widely felt that foreign languages have lost ground in favour of technical and other subjects.

The reform shows up most clearly in the last two years of the secondary stage - 'usemreno obrazovanje' which literally means 'directed education' but which has come to be widely known as 'vocationalisation'. In this phase, education will be essentially vocational in direction, although certain elements of general curricula will be included.

In effect, therefore, 'gimnazija' have now disappeared and although at present, the final two years of the secondary phase are carried on in the same schools as the first two years, it is intended that eventually students will follow this vocational course in Centres of Learning. These already exist in Croatia (Zagreb) and the Vojvodina.

Since all education in this last phase will be directed towards some trade or profession, of which some 580, grouped into twenty categories, have been identified, it follows that all general English courses will cease for students at the age of 17 (ie after six years of instruction) and that for the final two years, only ESP courses will be available. Students wishing for further general English will be obliged to seek it in Foreign Language Institutes which although run by the State, are fee-paying and outside the general system, or through private tuition.

At the age of 19 students will take a final examination, qualifying successful candidates to enter their chosen field at level 3 or 4 (medium complex work) on a national scale of eight levels ranging from 1 unskilled work to 8 doctoral status. At present, English is offered in the specialisation of librarianship and teaching (in the universities) and tourism, journalism and translation.

To make room for various courses judged essential to carry out the aims of the reform, the number of foreign language periods has been reduced from three to two 45-minute periods a week, although those students choosing to be translators may have from six to twelve periods a week. It should be noted that even at university level, this option is by no means an interpreter's course. Students who choose it will work in banks and business enterprises, translating correspondence, reports, etc.

The ELT programme of the secondary school has swung away completely, not only from the grammar-translation method but from a teacher-centred approach. The emphasis is now on student-centred learning and communicative competence and this forms a major topic at seminars held for teachers of English. New text-books have been produced which are prescribed for use in the schools. The quality of these varies greatly and although all purport to be based on a communicative syllabus, many are, in fact, largely structural in character.

Teachers attending seminars show keen interest in new developments and in new materials from England. These latter are not easy to obtain and in any event, may not be used as course text-books, except with special permission, which is rarely given.

Croatia is ahead of all other republics in its interest in such approaches as multi-media and individualisation and has a resource centre in Zagreb at which a materials developer, recruited by the British Council is working.

All teachers are required by law to attend in-service teacher-training courses (seminars) at least once every three years. In practice, however, by no means all do, mainly because of lack of money in the schools.

Appendix A shows comparative figures for the years 1974/75 and 1977/78 of pupils in both primary and secondary schools studying each of the four languages.

3. Higher Education

3.1 English departments

There are English departments in the following universities:

Belgrade, Ljubljana, Nis, Novi Sad, Pristina, Sarajevo, Skopje, Zagreb and Split.

The universities, although autonomous, have also had to undergo reform and here again, there is a certain common core in the first two years. All students, in addition to the compulsory part of their own discipline are obliged to take common subjects. In Belgrade there are:

Basics of general national defense, Fundamentals of Marxism and socialist self-management, Physical education, Sociology of culture and art.

and although the nomenclature differs from university to university the common subjects cover the same ground.

All candidates must have completed secondary school and all universities have a qualifying examination of one sort or another, except in Croatia where a candidate who has successfully completed secondary school and has a contract from an employer guaranteeing work on completion of studies is admitted automatically.

The course for level 2 (the Diploma, equivalent to BA) is a four year one and the third and fourth years are now vocationalised. The options at present offered in English are translation, librarianship, teaching, journalism and literature.

One effect of vocationalisation as far as students reading English is concerned is that whereas, prior to the reform, all such students had a certain amount (albeit very small) of methodology of teaching English, this will now form part only of the course followed by prospective teachers. Since in the academic year 1978/79, a tentative poll revealed that only 12 out of 100 students chose the teaching option it would seem likely that schools may have to accept as teachers applicants with no training in methodology.

English courses in all the universities are largely traditional and literary and in the University of Nis, literature is, in fact, the dominant half of the course. In other universities the balance between literature and language is more even.

Postgraduate work is available in Belgrade, Zagreb, Ljubljana and Novi Sad.

Student numbers are high in the first year but so is the drop-out rate, largely because of failure in examinations. The demands for places in the English departments is consistently high. Examinations are held four or five times a year or even more frequently and are both written and oral.

British Council lectors are at post in the Universities of Novi Sad, Belgrade, Nis, Pristina, Skopje, Sarajevo, Zagreb (2), Ljubljana (2), the Maribor School of Economics and the Teachers Training College at Prizren.

3.2 Other departments

In addition to the English departments many other faculties offer English as a subsidiary subject, although it is rarely compulsory.

3.3 Teacher-training colleges

These are gradually being phased out and are becoming Pedagogical Faculties of the various universities. It is intended that all teachers, primary as well as secondary, will in future be graduates. This will undoubtedly lead to higher standards of language and training but it will take time to implement fully.

4. Examinations

With the reform, the former school-leaving examination taken at gimnazija (matura) has disappeared. A form of continuous assessment is made in the secondary school and only if a student has not performed adequately will he be required to take an examination at the end of a year. Adequate performance throughout the year ensures promotion without examination. All students, however, are obliged to take a final examination at the end of the fourth year and success in this qualifies them for employment at level 3 or 4 on a national scale of eight levels.

In the universities, examinations are held four or five times a year and must be passed before a student can begin the following year's work. The final examination consists of a diploma paper, a written examination and an oral defense of both. The range of subjects is wide and the schedule heavy.

5. Foreign Language Advisers

These are all teachers who have been transferred to the Zavods, which may be loosely considered as part of the Ministry of Education in each republic. Among their duties are:

1. The organisation of in-service training
2. Visiting schools and advising teachers
3. Implementation of the principles of the reform
4. Proposing texts for supplementary use in schools
5. Representing foreign languages at curriculum meetings.

Each adviser is responsible for both primary and secondary education. In some republics, eg Bosnia-Herzegovina, one adviser is responsible for all four languages offered. In others (eg the Croatian Regional Zavods) there is an adviser for each language offered in the area.

6. Teaching Cadre

All teachers in the schools are Yugoslavs.

6.1 University

University teachers are, in general, of high quality academically and on a par with their counterparts in Western Europe.

6.2 Secondary schools

All teachers are university graduates and most have had some teacher-training. This situation may well change since teacher-training will form part only of the teaching option under vocationalisation. If employment is not available for those students choosing other options they may turn to teaching or on the other hand, schools may be obliged to employ graduates from other options who will have had no training in the methodology of teaching English.

6.3 Primary school

Most teachers are now graduates of teacher training colleges but, as noted under 3.3, it is intended that, in future all primary teachers will be university graduates from Pedagogical Faculties. In fact, already many primary school teachers have degrees in English.

6.4 Supply and demand

There is a great difference here between the large towns where it is difficult to find a job as a teacher at any level and the rural areas where there is an increasing shortage of English teachers. As a result, many teachers of Russian (particularly in rural Serbia) have switched to teaching English.

7. In-Service Teacher Training

Short in-service courses (known locally as 'seminars'), the majority residential, are held throughout the year in the various republics except Montenegro. The main emphasis is on the methodology of teaching English, communicative competence and group-work but with an element of language practice and improvement also. Croatia is usually in the forefront with any new approach and individualisation is currently arousing keen interest.

These seminars are the most effective way of disseminating new ideas and methods and of introducing new techniques to the teachers who are always eager and very receptive. However, one tends to see the same people again and again and these are the people who need least help. Teachers from remote areas who really need help are often prevented from attending because of lack of funds either from the school or their own resources. The hope expressed in the last ELT profile that the 1974 legal requirement that all teachers should attend in-service training at least once every three years would oblige the schools or zavods to provide funds for this purpose has, unfortunately, not been fulfilled and indeed is now unlikely to be in the present climate of 'stabilizacija' or retrenchment.

Only in Macedonia does the University of Skopje organise the seminar for secondary school teachers. In this republic only the primary school seminars are the responsibility of the foreign language adviser. Elsewhere the zavods continue to organise all the seminars, both primary and secondary, although usually a visiting lecturer is invited from a university to give one (or at most two) lecture(s).

8. Professional Support

In Croatia, regular meetings for teachers are held, especially in the regions. Other republics are less active in this respect. The regional foreign language advisers in Croatia keep in the closest touch with their teachers, inviting lecturers (often Council ELT staff) to address them. This is particularly important for those teachers in the rural areas for whom this may be their only opportunity to hear native speakers.

Pedagogical Days are also held in which Council staff are asked to participate but lack of time makes this a fairly rare activity.

Teachers Evenings are held once a fortnight in the Belgrade Library and are very well attended. Lectures are given by Council ELT staff, British Council lectors and on occasion, ELT personnel who happen to be in Belgrade. English Evenings of special interest to teachers of English are held in the British Council Information Centre in Zagreb.

A quarterly magazine for foreign language teachers "Strani Jezici" is published in Zagreb, under the editorship of Dr Rudolf Filipović.

With the exception of the teachers' meetings in the Croatian regions, all these activities tend to benefit those teachers in the urban areas and teachers in outlying rural districts are still professionally isolated.

9. Teaching Materials

9.1 Universities

English departments generally use books published in Britain, which are obtainable in bookshops in Belgrade, Zagreb and Ljubljana, although delivery of orders is usually slow.

9.2 Schools

Yugoslav materials are used as course text-books, although teachers are allowed to use British and American books as supplementary material. Very exeptionally, a British or American text-book is approved for use in Yugoslav schools.

In line with the reform, new text-books have now been produced and work is in progress in the production of new ESP materials for the final two years of secondary school. There is a danger that the pressing need for such materials will lead to over-hasty writing. Usually native-speaking consultants are called in only at revision stage to check the English rather than the content but in any event, at this stage it is too late to advise any major change, no matter how necessary or desirable.

Assistant Regional Director Zagreb has produced some new materials in co-operation with a Yugoslav teacher for use by students intending to be electrical engineers and these materials are at present in use in five schools in Croatia.

As noted earlier, although many of the new course-books purport to be based on a communicative approach, this tends to be rather superficial and basically they tend to be structurally oriented. Nonetheless, more realistic situations are being presented. There is a growing realization

of the need for accompanying soft-ware although it is only in Croatia that this is being systematically produced.

Some details of text books in use in Yugoslav schools are given in Appendix B.

10. Use of Radio and TV for English Teaching

There is disappointingly little use made of the media in English teaching.

Radio Belgrade no longer presents lessons for foreign languages because these are now part of TV Belgrade programmes. Other radio centres in Yugoslavia have short series (10-15 minute programme) but no details are available.

TV Belgrade is currently presenting a series on fairy tales from the whole world entitled 'Under the Same Sun'. This has been bought from an Englsh company Trident Anglia in London. The whole series will be repeated in September. This is also shown in Zagreb.

In Zagreb 'English by Radio' is broadcast once a week for thirty minutes. This is a locally-made production.

The reduction in the number of periods devoted to foreign language teaching in the schools makes it unlikely that any of the time available will be devoted to presentations by the media.

11. Adult Education Institutes

There are many organisations active in the field of adult education in big towns and small. They are variously called workers' or people's universities (though they do not award degrees) and are used mainly to supplement deficiencies in earlier education, centres or institutes for foreign languages etc. They are independent bodies.

A list of the most important is atached as Appendix C.

Enrolment for English classes is very high, often running into several thousands in a single establishment. The English proficiency of the teachers is generally higher than that of school teachers.

Most of the text-books in use in adult institutes are written locally, but British text-books are also used. In Croatia and Slovenia, however, most text-books used in adult education institutes are foreign.

The Institute for Foreign Languages in Belgrade has a department specifically for text-book writing. In addition to courses for their own adult learners, they write courses for use in schools.

All of these bodies test for language proficiency and issue certificates. A few of them have offered classes for special groups: doctors, engineers, etc.

One of the basic tenets of the Yugoslav education system is that education is a continuous life-long process. Great stress is laid on this and the reform provides for continual re-entry into the system to obtain additional qualifications. The importance of the workers' and people's universities is likely to increase as a result of this.

Even more pressure is likely to be exerted on the Foreign Language Institutes, already very crowded, as students wishing for further general English after the age of 17 are forced to seek it outside the main stream. There is likely also to be increased demand for classes in ESP for special groups.

12. British Assistance

12.1 Teachers

There are British Council-sponsored lectors at the universities of Belgrade, Novi Sad, Pristina, Skopje, Sarajevo, Zagreb (2), Ljubljana (2), Nis: and in the Higher Economics and Business schools at Maribor and the Teacher Training College at Prizren.

Two British women (married to Yugoslavs) teach at the English department, University of Belgrade and a British man teaches in the English department at the University of Osijek. One of the professors of English at Zagreb University was born and educated in Britan.

12.2 Summer Schools in UK

The British Council offers thirty subsidised and thirty unsubsidised places on Council summer schools. In addition, a number of unsubsidised teachers are placed on courses in Britain every year.

12.3 Scholarships, visitors to UK

At least three and usually more of the twelve British Council scholarships for ten months in England have usually in the past gone to English teachers. Several university teachers and advisers go to Britain every year as subsidised visitors.

12.4 Specialist visitors to Yugoslavia

Two or three specialist tours in ELT or allied fields or in literature are carried out every year by prominent British specialists.

12.5 Short courses (seminars) in Yugoslavia

Fifteen or more courses per annum are staffed by lecturers from Britain and USA. British Council ELT staff also participate. See also Section 7 (in-service teacher training).

12.6 ELT by radio and TV

Details of such programmes as are at present offered is given under Section 10.

12.7 Direct teaching and examining

Yugoslav Law does not permit foreign agencies to teach on their own premises nor to conduct foreign examinations for Yugoslavs. For this reason the Cambridge exams are not held in Yugoslavia.

12.8 Books

There is a Council library in Belgrade for book lending and reference. The library in Zagreb now functons only as a reference source.

Mini-ETICS have been set up in both Belgrade and Zagreb. ELT books are on exhibition at most of the seminars for teachers and small presentations are made when possible.

13. American Activity in ELT

There is no longer a resident American English Teaching Officer attached to the US Embassy in Belgrade. A specialist Yugoslav member of the Embassy staff, Ms Gordana Krstić, now co-ordinates the ELT training courses programme with ELO. Anglo-American co-ordination in this area is close and mutually beneficial.

There are a number of junior Fullbright lectors attached to English departments in the Yugoslav universities and usually one or two senior Fullbright professors on attachment for one year, usually in the Universities of Zagreb, Nis or Skopje.

There is considerable informal contact between the American and British lectors, who all participate together with Yugoslav lectors in departments of English in the annual Lectors' Conference hosted by one of the universities and organised in December each year by the British Council ELO and the American Embassy English Teaching Specialist.

Both British and American lectors occasionally play an active role in staffing ELT teacher training courses.

14. General Assessment and Conclusions

It is almost impossible to make a general statement about a country of such diversity as Yugoslavia. The obvious weakness is a lack of co-operation between the republics but this is perhaps compensated for by the fact that decentralisation makes it possible for each of them to implement policy in the way and at the pace most suited to its own situation. Since each republic is autonomous, there is no one standard for the whole country.

It is perhaps too soon to attempt to pass through the four year cycle.

Other weaknesses are:

- that there is little to attract men into teaching in schools, which are almost wholly staffed by women. Teachers have almost complete security of venue whatever their level of competence.

- University students in general do not have the opportunity to go to England although some of the Universities do organise month-long trips for their undergraduates.

On the positive side:

- despite an increasingly heavy schedule of work, many of the students graduating from English departments are of a high standard.

- the very real interest and enthusiasm on all sides for learning English and the efforts made by ordinary Yugoslav families to ensure that their children get every opportunity to do so.

- the enthusiasm, keenness and receptivity of the teachers to fresh ideas and new techniques.

- the continuing and increasing interest in applied linguistics in the universities.

- the friendly co-operation and keenness of the foreign language advisers who organise the seminars for teachers which are perhaps the most important part of ELT work in Yugoslavia.

It is too soon to make any worthwhile statement about the possible effects of the reform of education, which indeed will not become apparent until the first set of students to go through the complete four-year cycle has emerged from the schools and universities. However, the weaknesses of the ELT scene in Yugoslavia are outweighed by the strengths and there would seem to be every reason for continued optimism about the future of ELT in Yugoslavia.

Appendix A Comparative figures (1974-75 and 1977-78) of pupils learning each of the four main languages in both primary and secondary schools

PRIMARY SCHOOL

		SFRY	Bosnia & Hercegovina	Montenegro	Croatia	Macedonia	Slovenija	Serbia
Russian	1974/75	512,983	162,929	28,967	33,034	19,235	-	268,818
	1977/78	514,883	175,980	27,526	26,108	19,096	-	266,173
English	1974/75	429,284	35,605	9,647	149,689	30,777	75,448	128,118
	1977/78	476,184	36,261	11,439	159,487	36,143	80,870	151,984
French	1974/75	202,654	27,552	4,322	9,668	71,154	-	89,958
	1977/78	208,804	29,404	4,668	7,150	77,229	-	90,389
German	1974/75	247,480	80,702	1,153	101,622	-	29,253	34,750
	1977/78	259,752	91,597	1,028	98,851	358	27,857	40,061

SECONDARY SCHOOL

		SFRY	Bosnia & Hercegovina	Montenegro	Croatia	Macedonia	Slovenija	Serbia
Russian	1974/75	76,374	15,044	6,355	7,924	3,261	2,367	41,423
	1977/78	312,784	90,830	16,643	17,976	13,049	1,981	172,311
English	1974/75	109,833	7,267	3,077	35,001	8,614	14,084	41,790
	1977/78	194,415	25,804	11,148	89,631	20,057	39,014	108,761
French	1974/75	90,709	4,970	3,331	7,913	11,730	7,957	26,864
	1977/78	137,720	20,110	5,350	7,991	27,405	7,392	69,472
German	1974/75	44,937	6,262	733	20,712	3	6,654	10,573
	1977/78	139,909	37,636	569	49,354	9,051	15,324	27,975

Appendix B - ELT Text-books used in Yugoslavia

1. ELT Text-books in use in Yugoslav schools

Nearly all the text-books in use in schools are produced by Yugoslav text-book writers.

SERBIA

Primary:

Engleski jezik by a team of authors from the Institute for Foreign Languages, Belgrade 1977.

Engleski jezik by Milka Aleksić, Vera Drazić, Eva Kraus-Srebrić, 1978.

Secondary:

Engleski jezik by a team of authors from the Institute for Foreign Languages, Belgrade 1977 - for the first year.

Engleski jezik by a team of authors from the Institute for Foreign Languages, Belgrade 1978 - for the second year.

CROATIA

Primary:

I speak English - Oktavija Gercan and Blanka Brozović
Books A, B, C, D, E.

This course is accompanied by a teacher's kit containing tapes, puppets, cine-loops, cut-outs, magnet boards, etc.

Secondary:

A Course in Spoken English - Davorka Celmić
Books 1 and 2 1976

These are the only books officially permitted in Croatian schools.

SLOVENIA

Primary:

English 1, 2, 3 and 4 by Kos-Pilgrim, Maribor

This has accompanying tapes and teacher's book.

Secondary:

MAP 1, 2 and 3 by R and M Knight with teacher's books by B Heaton and R Knight.

This is also accompanied by tapes

Many teachers surreptitiously use Kernel Lessons in both Croatia and Slovenia.

MACEDONIA

Macedonia uses an adapted version of the Slovenian courses noted above.

MONTENEGRO

An Intensive Course in English Vladimir Sekulić

2. ELT Text-books in use in Yugoslav Universities

A variety of British text-books are used, among them the following:

COLE & LORD:	Colloquial English
MALEY & DUFF:	Beyond Words Sounds Interesting
JUPP & MILNE:	Talk English
BYRNE & WRIGHT	What Do You Think?
CANDLIN:	New Present-Day English
O'NEILL:	Kernel Lessons - Intermediate " " - Plus
J D O'CONNOR:	Stress, Rhythm and Intonation
W S FOWLER:	1st Certificate English
L C ALEXANDER:	Practice and Progress
T E JUPP:	English Sentence Structure
LEO JONES:	Functions of English
L A HILL:	What Would You Say?
MARY UNDERWOOD:	What a Story! Listen to This!
DICKINSON & MACKIN:	Varieties of Spoken English
R A CLOSE:	Preposition
L G ALEXANDER:	Essay and Letter Writing
OCKENDEN:	Situational Dialogues
GRAVES:	Advanced English Practice
HAYCRAFT & TERENCE CREED	Choosing Your English
V J COOK:	Active Intonation
O'CONNOR & ARNOLD:	Intonation of Colloquial English
ALEXANDER:	Developing Skills

S P CORDER:	An Intermediate English Practice Book
SWANN:	Kaleidoscope
ROBERT O'NEILL:	Interaction
V J COOK:	English Topics
MILLINGTON:	Practice in English

All the above are used in one or more of the universities.

Reference books

The Oxford Advanced Learner's Dictionary of Current English by A S Hornby

Collins English Learner's Dictionary

The Penguin English Dictionary

A Handbook of English Grammar by Zandvoort (Longman)

Present-Day English Syntax by G Scheurweghs (Longman)

A Grammar of Contemporary English by Quirk, Greenbaum, Svartik, Leech (Longman)

Appendix C - Foreign Language Institutes in Yugoslavia

Institut za strane jezike
(Mrs Desanka Milutinović) - Head of the Department for Adults
Gospodar Jovanova 35
Belgrade

Institut za strane jezike
(Mrs) Miroslava Jovanović) - Head of the Department for Children
Gospodar Jovanova 35
Belgrade

Kolarcev narodni univerzitet
Skola stranih jezika
Sef odseka za engleski jezik
Studentski trg 5
Belgrade

Centar za ucenje stranih jezika
(Mrs Nada Stojanović)
Vase Pelagića 33
Belgrade

Radnicki univerzitet "Djuro Salaj"
Sef Odsjeka za engleski jezik (Miss Visnja Corović)
Nemanjina 23
Belgrade

Radnicki univerzitet "Radivoj Cirpanov"
Centar za ucenje stranih jezika
Sef Odsjeka za engleski jezik
Vojvodjanskih brigada b.b.
21000 Novi Sad

Centar za ucenje stranih jezika
Sef Odsjeka za engleski jezik
Vodnikova 12
41000 Zagreb

Narodno sveuciliste
Zavod za kulturu i obrazovanje
Sef Odsjeka za engleski jezik
Ivanićgradska 41-a
41000 Zagreb

Narodno sveuciliste grada
Institut za strane jezike
Sef Odsjeka za engleski jezik
Varsavska 14
41000 Zagreb

Radnicki univerzitet "Mosa Pijade"
Sef Odsjeka za engleski jezik
Proleterskih brigada 68
41000 Zagreb

Delavska univerza
Tuji jeziki "Boris Kidric"
Mrs Mija Oblak - Vodja podrcja za engleski jezik
Miklosiceva 26
61000 Ljubljana

Zavod za intenzivne tecaje tujih jezikov
(Mrs D Komac)
Vilharjeva 21
61000 Ljubljana

Centar za strane jezike
Sef Odsjeka za engleski jezik
Pirinska 161
91000 Skopje

Narodno sveuciliste "Djuro Salaj"
Sef Odseka za engleski jezik
Trg Republike 2
58000 Split

Appendix D - University English Departments in Yugoslavia

Odsek za anglistiku
Filoloski fakultet (Head: Professor Dr Vida Janković)
Knez Mihajlova 40
11000 Beograd

Odsjek za anglistiku
Filozofski fakultet (Head: Dr Mladen Engelsfeld)
Djure Salaja 3
41000 Zagreb

PZE za germanske jezika in Knjizevnosti
Filozofska fakulteta (Head: Professor Dr Janez Stanonik)
Askerceva 12
61000 Ljubljana

Odsek za anglistiku
Filozofski fakultet (Head: Dr Omer Hadziselimović)
Franje Rackoga 1
71000 Sarajevo

Odsek za angliski jazik
Filoloski fakultet (Head: Doc. Dr Veljko Siljanovski)
Krste Misirikov b.b
91000 Skopje

Odsek za engleski jezik i knjizevnost
Filozofski fakultet (Head: Professor Dr Vida Marković)
Cirila i Metodija 2
18000 Nis

Odsek za engleski jezik i knjizevnost
Filozofski fakultet (Head: Professor Dr Aleksandar Nejgebauer)
Stevana Musića b.b.
21000 Novi Sad

Odsek za engleski jezik i i knjizevnost
Filozofski fakultet (Head: Professor Dr Abdulah Karagdiju)
Marsala Tita ul.
38000 Pristina

Odsek za engleski jezik
Visa pedagoska skola (Head: Professor Vjedat Kiseri)
"Dzevdet Doda"
Borisa Kidrica b.b.
38400 Prizren

Odsjek za engleski jezik i knjizevnost
Filozofski fakultet (Head: Dr Ivo Mardesić)
Obala marsala Tita 2
Zadar

Mrs Vlasta Lipovac
Zavod za unapredjenje osnovnog obrazovanja grada
Korzo Narodne revolucije 16
51000 Rijeka

Mr Jovo Paradjina
Zavod za prosvjetno-pedagosku sluzbu zajednice općine
Strosmajerova 6
54000 Osijek

SLOVENIA

Zavod SR Slovenije za solstvo
Poljanska cesta 29
61000 Ljubljana

Mr V Schweiger
Zavod za prosvetno-pedagosko sluzbo
Presernova 6
62000 Maribor

Mrs V Kolar
Zavod za solstvo - Organizacijska enota
Stare Pravde 6
61000 Ljubljana

BOSNIA & HERCEGOVINA

Mrs Nada Rill
Republicki prosvetno-pedagoski zavod SR B i H
Otokara Kersovanija 3
71000 Sarajevo

Mrs Biljana Serbedzija
Prosvetno-pedagoski zavod grada Sarajeva
Saloma Albaharija 2
71000 Sarajevo

MACEDONIA

Mr Vladimir Mostrov
Zavod za unapreduvanje na obrazovanieto i vaspituvanijeto na SRM
Naselba Karpos 2
91000 Skopje

MONTENEGRO

Savetnik za strane jezike
Zavod za unapredjenje skolstva SR Crne Gore
Novaka Miloseva b.b.
81000 Titograd

Appendix E - Foreign Language Advisers in Yugoslavia

SERBIA

Mrs Milica Vinter
Republicki zavod za unapredjenje vaspitanja i obrazovanja
SR Srbije
Nemanjina 24/IV
11000 Belgrade

Mrs Radmila Dragović
Zavod za unapredjenje vaspitanja i obrazovanja grada Beograda
Trg Marksa i Engelsa 3
11000 Belgrade

Mrs Eva Kraus-Srebrić
Centar za obrazovanje nastavnika i inovacije u nastavi
Marsala Birjuzova 43
11000 Belgrade

Mrs Lidija Dimitrijev
Pedagoski zavod SAP Vojvodine
Marsala Tita 6
21000 Novi Sad

Mrs Ljiljana Matić
Medjuopstinski prosvetno-pedagoski zavod
Radnicka 19-a
21000 Novi Sad

Savetnik za strane jezike
Pokrajinski zavod za unapredjenje obrazovanja i vaspitanja SAP Kosovo
JNA 2
38000 Pristina

CROATIA

Mrs Davorka Celmić/Mr Mladen Dolenc
Zavod za prosvjetno-Pedagosku sluzbu SR Hrvatske
Trg Joze Vlahovića 6
41000 Zagreb

Mrs Sasa Krstulović
Savjetnik za strane jezike
Zavod za unapredjivanje osnovnog obrazovanja grada Zagreba
Draskovićeva 15
41000 Zagreb

Mr Jerko Ljubetić
Zavod za prosvjetno-pedagosku sluzbu zajednice općine Split
Zrtava fasizma 4
58000 Split